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Inclusion of Children with Emotional Disorders in Lesson Planning by Educators

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Abstract

All children are entitled to equal conditions for a normal life, regardless of their health issues or disorders. Therefore, we consider that educators should give attention to children with emotional disorders while performing their lesson planning, including the organisation and implementation of activities indoors and outdoors relevant to their overall development. The treatment of children with emotional disorders is an important process and currently their situation is not satisfactory; therefore, educators should work harder to improve their conditions, getting to know more about the sensitive situation of these children. The study highlights the work performed by educators in preschool institutions in cooperation with parents to offer a better development for children with emotional disorders in all the areas. The research is based on the data collected in preschool institutions in Prishtina through questionnaires with educators and parents of children with emotional disorders and with no disorder, and interviews conducted with the directors of preschool institutions. From the data analysis, it results that currently, the treatment of children with emotional disorders is not at the

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required level and much work needs to be done. We come to the conclusion that directors should require more training to be organised for educators in order to improve the conditions of children with emotional disorders, and also raise the awareness of educators so that they may help children to overcome their difficulties, by including activities in their lesson planning that are relevant for children with emotional disorder.

Keywords: *children with emotional disorders, lesson planning, preschool institutions.*

Introduction

The concern about the increasing number of children with emotional disorders and the low level of care provided in institutions for these children was the motivation to carry out a research with this topic. The study is focused on six preschool institutions in the Municipality of Prishtina, aiming to observe more closely whether the educators manage to plan and implement activities for children with emotional disorders, involving seventy parents, fifteen educators and six directors. Emotions, including anger, fear, sadness and joy, accompany us everywhere; we express them all the time in different events and decisions we make. It is our duty as adults to help children by transmitting positive messages to them so that they understand why we feel emotions, how to control them and how to avoid the negative ones (Biddulph, 2006). According to Keren & Tayno, “emotional problems and depression in children and adolescents may occur at any age, in certain cases starting from infancy” (Shavers, 2014). Children with attention disorder mainly have a reduced focus in activities, they are hyperactive and often harsh on others, get bored quickly and shift from an activity to other, without finishing any of the activities started (Kulla, Remaçka & Ndrio, 2014). Findings

from Margaret & Alice show that problems in socio-emotional development of children starting at an early age are considerably accompanied by behaviour problems at an older age, because it is proved that disorders in children having emotional disorders in school started from the age 12-36 months. (Gowan, Margaret & Carter, 2008)

Based on the Law No. 02/L-52 on Preschool Education, "The education of children with special needs refers to special education of children with feeling impairments, physical impairment, learning impairment, socio-emotional impairment and communication disorders" (Article 28.3). Lacking the competent staff foreseen by Article 28.2, "preschool education groups including children with special needs can be educated by a preschool educator having a degree in general preschool education and additional education or training for children with special needs" (Law No. 02/L-52 on Preschool Education, 2006). Although equal inclusion of all children in pre-primary classes is important, no proper attention is paid to children with emotional disorders, therefore, we say that there is a lack of studies related to inclusion and progress achieved by these children following the completion of the preschool level.

Research question RQ1. Are educators sufficiently informed about children with emotional disorders?

RQ2. Are children with emotional disorders included in lesson planning?

RQ3. Is activity planning by educators helpful for children with emotional disorders?

RQ4. Is there a true cooperation between educators and parents to help children with emotional disorders?

In addition, there are four Research Hypotheses. H1. The issue of children with emotional disorders is not included in the lesson planning performed by educators. H2. Educators are not sufficiently informed about children with emotional disorders

and this results in failure to provide them with the necessary help. H3. Activity planning and implementation by educators does not help children with emotional disorders. H4. There is no true cooperation between educators and parents about children with emotional disorders.

This study aims to demonstrate the inclusion of children with emotional disorders in pre-primary classes, presenting a study about the work of educators in classroom with such children, and cooperation with parents. Based on the research results, we come to discussions and conclusions that educators should include activities designed for children with emotional disorders in their lesson planning, in order to help their development in all areas at the level required along with the other children, and also emphasizes the importance of cooperation among educators and parents.

Theoretical Context

“Socio-emotional development of children is a special area in early childhood development and learning, which along with the other development areas plays an important role in the process of children personality development and their preparation for the education process.” (MASHT, 2011)

The inclusion of children with special needs in preschool institutions is very important since the most rapid development of children is noted during the preschool years. “The development process of individuals with emotional and behavioural disorders should focus on mastering intellectual skills, social skills development and awareness-raising, self-respect and control” (Pesamaa & Zogu, 2003, p. 20). Preschool institutions are considered the first level in the educational process where children disclose their individuality and understand their feelings, interests, skills, inclinations in

different areas and subjects; therefore, it is considered that "Early childhood, including preschool education, is a period of rapid physical, intellectual, emotional and social development of children." (Deva-Zuna & Nimonaj-Hoti, 2017, p. 156) According to Avramdis, Bayliss & Burden (2000), working with children with emotional difficulties is difficult, since they tease and disturb the other children and teachers in inclusive classrooms (Woolfolk, 2011). The educators should know that they have to simplify, clarify and correct every mistake children make while learning until they get the knowledge required. (Montesori, 2009) "...students and their ability to learn are the focus of a teacher's work". This means that the focus should be more on the learning process rather than content, because "the content and teachers should adapt to students rather than expect the contrary" (MASHT, 2008, p. 35). It is important for the educator to plan and implement learning activities for children based on their skills, interests and learning styles, using methods, tools and materials suitable for all children. In addition, it is important to use different learning ways for children requiring special treatment, children with special educational needs, including children with learning difficulties and behaviour issues." (MASHT, 2016, p. 102)

Every child has different needs and skills. Therefore, the educator should have sufficient information about the children so that the lesson planned and implemented is in line with the individual needs and interests of every child. Therefore, "as per the provisions of this Law, a teacher is considered a qualified person with academic and professional background, engaged to offer educational services for students" (Law No. 04/L-032, On Pre-university Education in the Republic of Kosovo, 2011), and good relationship should be established so that it is easier for children to overcome difficulties faced during their life. Therefore, we may say that educators have a special role in

preschool institutions in educating children in different areas of life, analysing their behaviour in order to notice whether any positive changes are achieved in children's behaviour. "...A good teacher should have the ability to effectively use various educational strategies and methods, so that objectives defined in their planning are achieved and children feel the satisfaction their achievement provides" (Cekani, 2010, p. 13). When children are motivated to learn in preschool age, they should be provided with knowledge about social and emotional skills, and love towards learning should be rooted. (Miller, 2005)

Based on different viewpoints, we note that the inclusion of children with emotional disorders is necessary and indispensable, because the emotional development of children is as important as their physical, cognitive, social and linguistic development, and it requires care and support by parents in family settings and by educators in classrooms. It is important for the adults to cooperate with children, so that they understand their feelings and the feelings of others, orienting them to use a constructive approach in handling different emotions they experience (Sznaton, 1997).

It is important for the educators to plan and implement classroom observation in order to identify children with emotional disorders, with the aim of improving their concerning behaviour (Kogan, 1999). The Core Curriculum document on individual needs of children emphasizes that "teaching shall be adapted for a successful learning process of students, ... during their work teachers supervise, assist and facilitate student learning,follow up the individual changes occurring in students by observing them and cooperating,a quality work of schools includes a regular and continuing cooperation with parents to support students in achieving the key learning results and competences" (MASHT, 2016). The educators should demonstrate willingness and establish

cooperation with the parents, focusing on the progress, success and the needs of children. (O. Office of Student services 2002) All children should have equal rights in all areas, including the children with difficulties. Parents have organized themselves to represent the rights of their children with difficulties to have educational services provided to them in public schools. (Reynolds & Fletcher, 2002)

Children with disorders have issues in physical and psychic aspects, requiring a greater care and more commitment for their treatment. Children with emotional disorders have unstable behaviour and find difficulties in establishing relationship with the others, because they feel unsafe, therefore experiencing learning difficulties. Children with this difficulty express verbal and physical aggression towards their peers and teachers, showing no cooperation with the others in the classroom or making gestures and noise to distract the others (Kogan, 1999). Children with emotional disorders are not able to manage their emotions because they do not know how to behave with other children, consequently they may fail to adapt in preschool environment, showing signs of inferiority, insecurity, anxiety, depression and irritability. These children are disturbed and this can be noted in many ways: they rarely laugh, they eat their nails, put in their mouth anything they hold in hands, have no close friends, stay quiet, withdrawn and insecure in the setting they are. (Dragoti, 2012)

According to social psychologists, preschool age (5-6) is a very delicate and sensitive age, where children begin to understand everything. "Education professionals define behaviour disorders as behaviours so deviated from the norms that they do not allow for a normal child development and growth, and have an impact on the life of others." (Woolfolk, 2011) Having in mind that children grow up, change and develop rapidly, they can experience various anxieties that will

make them change their behaviours, and when acting non-properly they should be taught to take responsibilities for their behaviour (Reynolds, 2001). The most frequent characteristics of children with emotional disorders include hyperactivity, aggression towards others and themselves, disturbance, immaturity, non-adaptation in different circumstances, difficulties in learning, and lack of socialisation with the others. (Pesamaa & Zogu, 2003)

The mission of the school is to prepare children to face various issues and successfully function as part of the society (Përlala, 2010). Vigotski stated that games help children interact with others, giving their maximum. Games are essential for the child's mental development, they help in building social and cognitive skills, contribute to social development, building children self-esteem and motivation for the school (Singer, Golinkoff & Pasek, 2006). Therefore, we say that an environment adequately projected for children, where different activity centers are planned and various games are organised has a positive impact in children's emotional development. Both activities organised indoors in Maths, literacy, Arts center, blocks, cooking, project work, drama plays and activities implemented outdoors have an impact in developing their awareness for emotional safety and providing an orientation for their inclination (Coughlin, 1997). Since all children want to have fun, it is important to practice games as an important communication tool and have children participate actively, enabling them to release their excessive energy (Pango, 2004). Games are the best way to teach children because they learn while playing and play while learning (Cekani, 2010).

While working with children, effective strategy should be used to instill in them the self-control of their behaviours; therefore, it is important to plan and implement different

methods in order to solve the behaviour issues they have (Reynolds & Fletcher, 2002).

Methodology

Using a quantitative method, the study describes and analyses the lesson planning performed by the educators in preschool classes and the inclusion of children with emotional disorders in their planning. Statistical analysis is used to present the data processed and their description to explain the verification of hypothesis (Matthews & Ross, 2010)

Quantitative methods have been used in this study to collect data, with a questionnaire used with educators to see whether they include children with emotional disorders in their activities planned during their lessons and a questionnaire used with parents to get data on the systematic inclusion of their children in the learning process. Whereas, the qualitative method, namely the interviews with directors, are used to get data about the extent of their knowledge about the inclusion of children with emotional disorders in schools and care provided to them during their daily activities. The research is carried out in six preschool institutions in Prishtina: "Filizat", "Planet Kids", "Lapsi", "Ora", "123" and "Kiddie College", with seventy parents, fifteen educators and six directors from these preschool institutions. The aim of the research is to get acquainted with the difficulties faced by children with emotional disorders during their education, how the work with them is carried out, whether they are treated properly in preschool institutions, and whether educators include their activities with children with emotional disorders in their daily planning.

Data Collection and Analysis

Based on the research questions and hypothesis, the data are processed, analysing them deeply and listing them in two levels:

Value distribution in the high level is done in three values: high values from 81 – 100%; mean values from 66 – 80% and low values from 50 – 65%.

Value distribution in the low level is done in three values: high values from 36 – 49%; mean values from 21 – 35%; low values from 1 – 20%.

On the other hand, thematic analysis is used to analyse the quality data, and identify and interpret the ideas from the data (Matthews & Ross, 2010) received from the interviews with preschool institution directors.

Results

Study results are based on the data collected through the questionnaires planned and used with the educators and parents for the two variables: the dependent variable – achievements of children with emotional disorders, and the independent variable – lesson planning by educators.

From the data, we understand whether educators working in pre-primary classes include the children with emotional disorders in their planning. The results of the research with the educators and parents will be explained in regards to: a) inclusion of the issue of children with emotional disorders on the lesson planning performed by educators, b) attention paid to children with emotional disorders by educators, c) activities implemented by educators with children with emotional disorders, d) cooperation between educators and parents of children with emotional disorders, e) communication between educators and children with emotional

disorders, f) adequate training of educators for children with emotional disorders, g) what more can be done for children with emotional disorders in preschool institutions.

Table 1. Interpretation of data from interviews with the directors of preschool institutions

| Previous Topics | Activities offered to CHED | Education and trainings that helped educators in working with the CHED | Organisation of meetings with parents of CHED | The plan that will have a positive impact for CHED |
|---------------------|--|--|---|--|
| INT1 Filizat | Visiting attractive sites – parks and different playgrounds for CHED | No specific training related to CHED attended. Three educators with a degree in education and one education with a degree in psychology | Once a month | They will organise more trainings specifically related to CHED |
| INT2 123 | Different experiments organised through games, asking them about their favourite fruits and food | No such training provided. Two educators with a degree in education and one education with a degree in psychology | Whenever needed | Adequate training to improve quality of care for CHED |
| INT3 Planet kids | Visits of different parks and playgrounds for children | No adequate training related to CHED attended. One educator with a degree in education and one educator with a degree in psychology | Once a month | Trainings for CHED |
| INT4 Lapsi | Visits of farms, animals and poultry | They attended trainings, but not specifically | Whenever needed | We are reviewing the long-term |

| | | | | |
|---------------------------|---|--|-----------------|--|
| | | related to children with special needs. Two educators with a degree in education | | plan for all CHEDs |
| INT5 Foleja jonë | Stories and tales that are related to their fragile world | No trainings organised for CHED. One educator with a degree in education and two educators with a degree in psychology | Whenever needed | Trainings for CHED |
| INT6 Kiddie collage | Activities in Arts – drawings and handwork for CHEDs | We attended no special training for CHEDs, only for children in general. One educator with a degree in education and one educator with a degree in psychology | Whenever needed | We will organise trainings specifically related to CHED. |

Results from the interviews correspond to the results from the questionnaires with parents and educators, but differences are also noticed. The directors of the six preschool institutions claimed that educators organise different forms of activities for children with emotional disorders, whereas from the answers of parents from the questionnaire with the parents we understand that educators rarely organise activities, whereas educators state that they organise activities whenever necessary. In addition, only a small number of parents and educators state that activities organised by them help children with emotional disorders.

Directors also stated that educators have a high level of education, with ten of them having finished their studies in

education, and five having finished their studies in psychology and working as educators, and they attended no training specifically related to children with emotional disorders. This response corresponds to the answers given by educators themselves, who stated that they have no adequate training for children with emotional disorders. In regards to cooperation with parents, the directors claimed that they organise meetings with parents “whenever necessary”, but this is considered insufficient. In addition, the directors think that much work needs to be done with children with emotional disorders, to offer them the best conditions, by drafting a more advanced curriculum to ensure their welfare.

Table 2. Reliability statistics for the questions in the parents’ questionnaire – Cronbach’s Alpha

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .944 | .962 | 9 |

From the data presented in the Table 1, we see that the value of $\alpha=0.944$ is between 0.80 and 1.00 and we may say that it is a measure with a high reliability rate of questions from the questionnaire for parents.

Similar questions addressed to both parents and educators in their respective questionnaire include:

The second question to parents: Are there relevant activities organised by educators to help children with emotional disorders?

The second question to educators: In your role as an educator, do you organise activities to help children with emotional disorders?

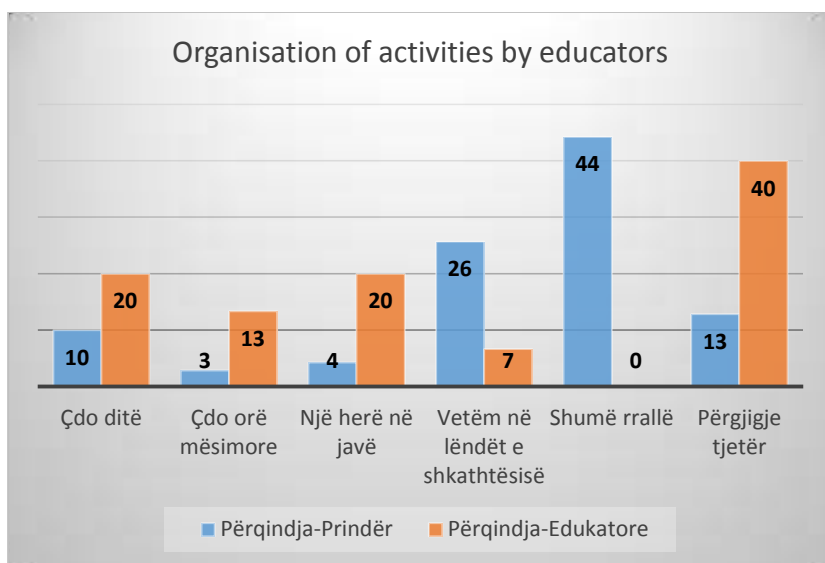


Chart 1. Organisation of activities by educators

Referring to mean values, it results that:

In the lowest level, the response *‘activities are organised rarely’* given by parents and *‘whenever necessary’* by educators have high values, the response *‘in skills subjects only answered by parents* has mean values, whereas the responses *‘every lesson’*, *‘every day’*, answered by parents and educators have low values.

Therefore, based on the answers provided by parents, showing a high percentage, we say that educators do not plan and implement relevant activities for children with emotional disorders, and these answers confirm the first and the third hypothesis. In addition, the first hypothesis that activities planned and implemented by educators do not help children with emotional disorders and the third hypothesis that the issue of children with emotional disorders is not sufficiently included in educator’s daily lesson planning is also confirmed by the educators themselves.

The fourth question to parents: Activities organised by educators in the preschool institution help:

The fourth question to educators: Activities organised by you as an educator help:

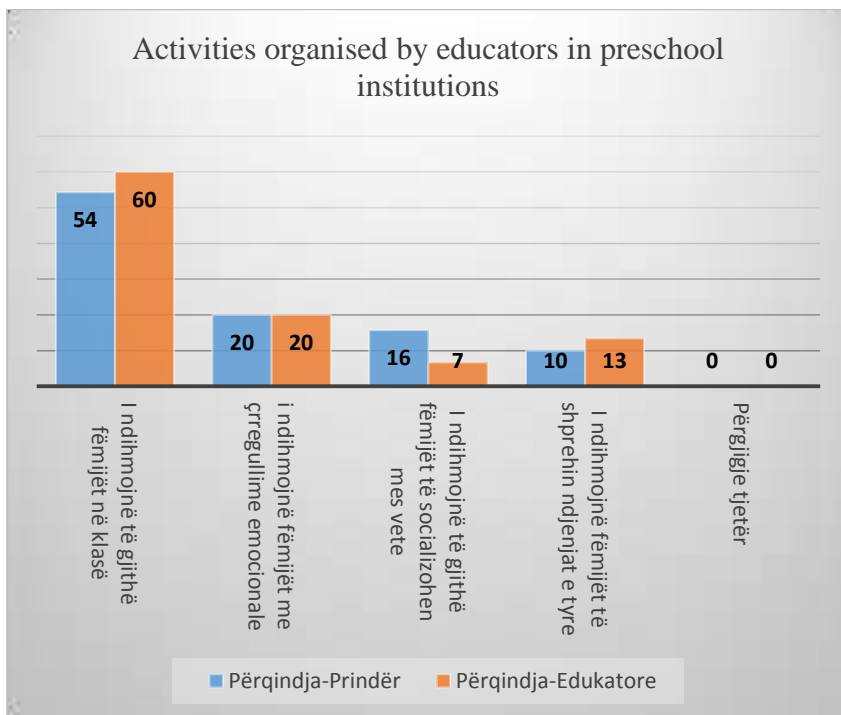


Chart 2: Activities organised by educators in preschool institutions

Referring to mean values, it is found that:

In the highest level, the answer 'activities organised by educators help all children in the classroom' has a low value.

In the lowest level, the answers 'activities organised by educators help children with disorders', 'help children to socialize between them' and 'express their feelings' answered by parents and educators have low values.

Based on these data, the first hypothesis that relevant activities planned and organised by educators do not help children with emotional disorders is confirmed, the second hypothesis that educators' level of knowledge about children with emotional disorders is low and the third hypothesis that educators do not plan and implement activities that are relevant for children with emotional disorders are confirmed as well.

The fifth question to parents: How are activities organised by educators to overcome the situation of children with emotional disorders?

The fifth question to educators: How do you (as an educator) manage to help children with emotional disorders?

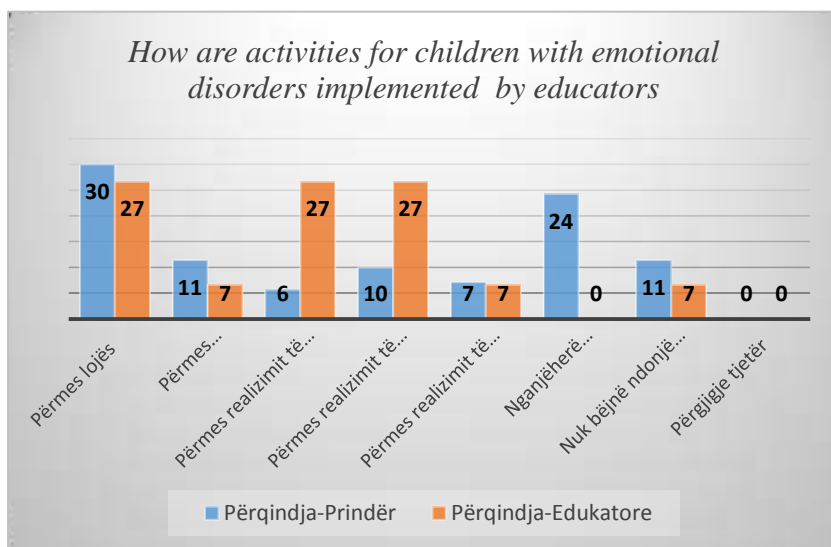


Chart 3. How are activities for children with emotional disorders implemented by educators?

Referring to mean values, it results that:

In the lowest level, the educators and parents' answer 'they manage to help children with emotional disorders through

games', educators' answer 'they achieve to help them through activities mostly organised outdoors (in nature) and by organising relevant activities inside the classroom' has a mean value, whereas 'through cooperation with parents', 'educators do not organise any activity for children with emotional disorders' and 'sometime they organise activities with children with emotional disorders' have low values.

From the analysis, it is understood that the first, second and third hypothesis are confirmed, i.e. that the educators do not plan sufficiently, have insufficient knowledge and they do not constantly organise activities relevant to children with emotional disorders.

The sixth question to parents: Meetings with educators for children with emotional disorders are organised:

The sixth question to educators: Meetings with parents for children with emotional disorders are organised:

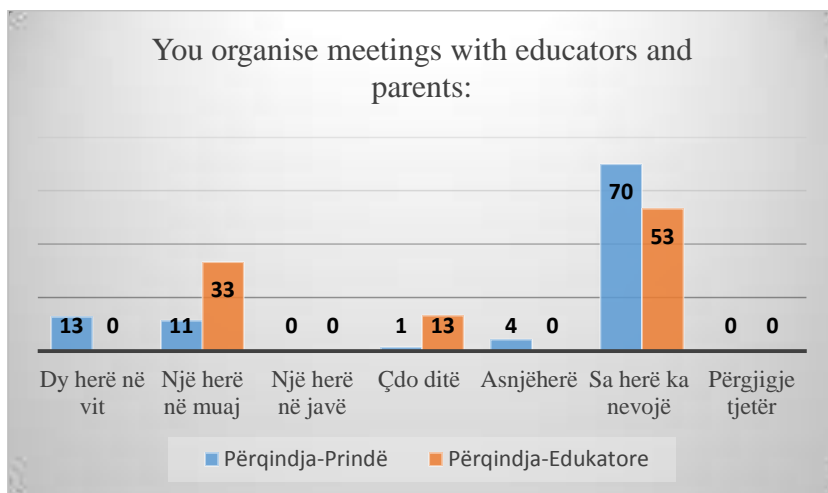


Chart 4. You organise meetings with educators and parents:

Referring to mean values, it results that:

In the highest level, parents' answer '*they organise meetings with educators whenever needed*' has a mean value, whereas the educators' answer has a low value.

In the lowest level, educators and parents' answer '*they organise meetings once a month*' has a mean value, whereas '*twice a year*' and '*every day*' has a low value.

From the data analysis, the fourth hypothesis that the educators do not continually plan frequent meetings with parents and cooperation between educators and parents is not satisfactory is confirmed, because meetings are organised randomly or subject to children's needs and not regularly as they should, at least once a week, in order to have a good child development and improve the behaviour of children with emotional disorders.

The second question to parents

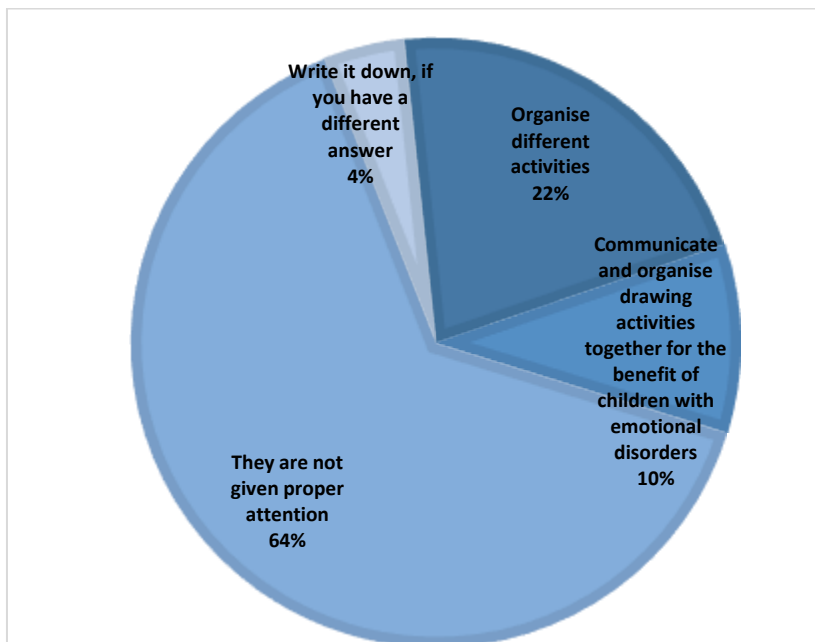


Chart 5. Is there proper attention given to children with emotional disorders by educators in the classroom?

Referring to mean values, it results that:

In the highest level, parents' answer '*proper attention is not given to children with emotional disorders*' has a low value.

In the lowest level, parents' answer '*they organise different activities*' has a mean value, whereas '*they communicate and organise drawing activities together for the benefit of children with emotional disorders*' has a low value. No proper attention is given to children with emotional disorders by educators in the classroom, and this confirms the second and the third hypothesis.

Referring to mean values of parents' answers about the activities planned and organised by educators with children with emotional disorders, as per levels, it results that: 1) in the high level of correlation, questions '*is there proper attention given to children with emotional disorders*', '*activities implemented by educators in preschool institutions*' have mean values ($r = 0.647$); '*activities by educators to overcome the difficulties of children with emotional disorders*' and '*is there proper attention paid to children with emotional disorders*' have mean values ($r = 0.795$); 3) '*activities implemented by educators in preschool institutions to overcome difficulties faced by children with emotional disorders*' has high values ($r = 0.851$). All the values are above the average, meaning that the correlation between questions is very high.

Table 4. Correlation of questions for educators between the chart 1, 2 and 3

| Correlations | | | | |
|--|---------------------|--|----------------------------------|--|
| | | Aktivitetet_me_fëmijët_me_çrregullime_organizohen2.1 | Aktivitetet_që_ju_i_realizoni4.1 | Si_i_ndihmoni_fëmijët_me_çrregullime_emocionale5.1 |
| Aktivitetet_me_fëmijët_me_çrregullime_organizohen2.1 | Pearson Correlation | 1 | .729** | .832** |
| | Sig. (2-tailed) | | .002 | .000 |
| | N | 15 | 15 | 15 |
| Aktivitetet_që_ju_i_realizoni4.1 | Pearson Correlation | .729** | 1 | .905** |
| | Sig. (2-tailed) | .002 | | .000 |
| | N | 15 | 15 | 15 |
| Si_i_ndihmoni_fëmijët_me_çrregullime_emocionale5.1 | Pearson Correlation | .832** | .905** | 1 |
| | Sig. (2-tailed) | .000 | .000 | |
| | N | 15 | 15 | 15 |

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson correlation analysis of the questions for educators, as seen in Table 2, similar to correlation of questions for parents, it is noted that there is a positive significant correlation between parents' questions ($r = 0.729$, $r = 0.832$, $r = 0.795$, $p < .05$) and all the hypothesis are confirmed. From the

data, it is understood that educators do not plan and implement activities relevant to children with emotional disorders, that activity planning and organisation by educators does not help children with emotional disorders, that the issue of children with emotional disorders is not included in the educator's daily lesson planning to understand the difficulties faced by children with emotional disorders in their classroom and to ensure a good development for them. Referring to the mean values of answers from educators about the activities planned and organised by them with children with emotional disorders, as per levels, it results that: 1) in the high level of correlation, questions '*activities with children with emotional disorders are organised*' and '*activities that you organise as educators in the preschool institution*' have mean values ($r = 0.729$); 2) questions '*how do you help children with emotional disorders to overcome the difficulties*' and '*activities with children with emotional disorders are organised*' have a high value ($r = 0.832$); 3) in addition, questions '*activities that you implement as an educator in the preschool institution*' and '*how do you help children with emotional disorders to overcome difficulties*' have high values ($r = 0.905$). All the values are above the average, meaning that the correlation between questions is very high.

The eighth question for parents

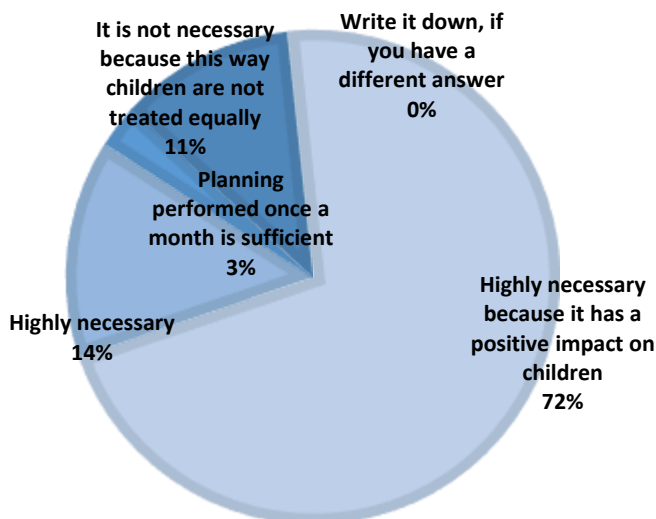


Chart 6. Is it necessary for educators to include the observation of children with emotional disorders in their lesson planning?

In the highest level, parents' answer 'it is highly necessary to include the observation of children with emotional disorders in their daily planning because it has a positive impact on children' has a mean value.

In the lowest level, parents' answer 'it is highly necessary' and 'it is not necessary to include the children with emotional disorders in their lesson planning because this way children are not treated equally' has a low value. The first hypothesis stating that the issue of children with emotional disorders is not sufficiently included in lesson planning by educators is confirmed.

The ninth question for parents

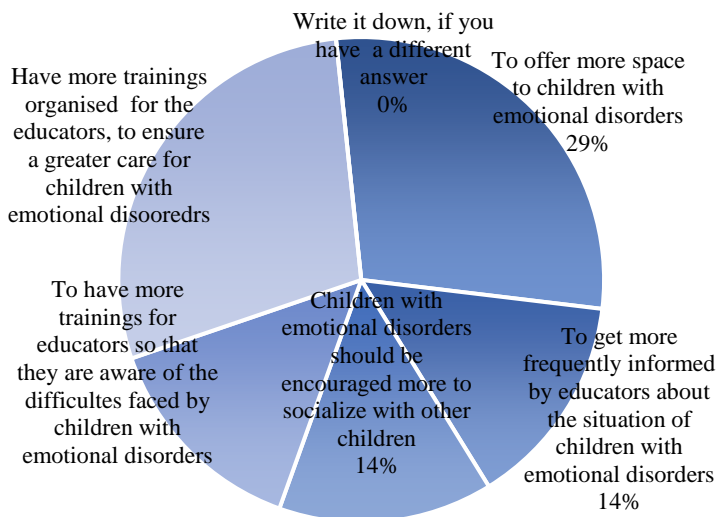


Chart 7. What more do you think should be done for children with emotional disorders?

In the lowest level, parents' answers 'more space should be offered to children with emotional disorders in institutions' and 'more trainings should be organised for educators to ensure a greater care for children with emotional disorders' have mean values. Whereas, 'they should be informed more frequently by educators about the situation of their children', 'children with emotional disorders should be encouraged more to socialise with other children' and 'more trainings should be organised for educators so that they are aware of the difficulties faced by children with emotional disorders' has a low value.

The second hypothesis and fourth hypothesis, namely that educators' level of knowledge about children with emotional disorders is low, resulting in a lack of proper help provided to this category of children and that there is no

cooperation with the parents to get more information about the activities implemented with children, are confirmed.

Table 5. Reliability statistics for the questions in the questionnaire for educators - Cronbach's Alpha

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .948 | .958 | 8 |

From the Table 3, we see that the value $\alpha=0.948$ is between 0.80 and 1.00 and we may say that it is a measure with a high reliability rate of questions from the questionnaire for educators.

The eighth question for educators

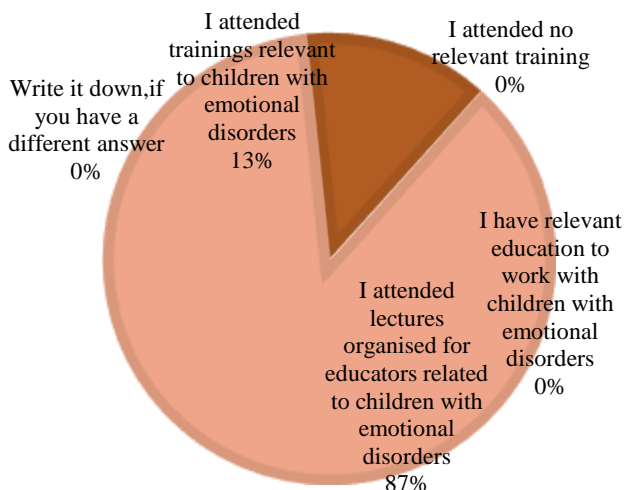


Chart 8. Do you have the adequate education/training to work with children with emotional disorders?

In the highest level, the educators' answer '*they attended several lectures related to children with emotional disorders*' has a high value.

In the lowest level, educators and parents' answer '*they attended trainings relevant to children with emotional disorders*' has a low value. This result also confirms the second hypothesis that educators are not sufficiently informed about children with emotional disorders and this results in a lack of proper help provided to them.

Discussions

Based on the theoretical aspect, the educators should work in partnership with the parents, respect the rights and

responsibilities of every child, manage to assess every child and apply strategies and methods to have the inclusive classrooms function effectively. In addition, the parents of children with different disorders should be informed about the inclusion of their children in activities, they should cooperate with all the stakeholders to overcome different emotional situations faced by their children while socialising and learning. (Deva-Zuna & Nimonaj-Hoti, 2017)

The research mainly focused on getting the data from parents, educators and directors of preschool institutions about the activities planned and implemented by educators for children with emotional disorders.

According to the quantitative analysis carried out through questionnaires with parents and educators in this survey, it results that the values of the percentage of answers were approximate and low for all the answers of parents and educators. This shows that, through this research, we managed to confirm the research questions and hypothesis, with different answers presented in Tables 1, 2, 3, 4, and 5, and also in Graphs 1, 2, 3, 4, 5, 6, 7 and 8. This means that educators work hard with children in their classrooms, but (1) the issue of children with emotional disorders is not included sufficiently in the educators' daily planning, that the educators' are qualified, but (2) their level of knowledge about children with emotional disorders is low and this results in a lack of proper help offered to them, that they plan their activities based on different documents, but (3) planning and implementation of activities by educators does not help children with emotional disorders, that they cooperate with parents whenever needed, but (4) the cooperation of educators with parents for children with emotional disorders is not at the required level. Therefore, it is understood that the inclusion of the issue of children with emotional disorders in educators' daily planning has not

become an established practice yet in preschool institutions in our country.

From the theoretical and practical data of this study, it is understood that children can be more successful in preschool institutions if a true social and emotional development is ensured, because in this way they manage to be more focused during the learning process and communicate more effectively. In addition, they manage to express themselves and communicate with their peers with a higher self-esteem, connecting much more emotionally. (MASHT, 2011)

From the qualitative analysis, namely interviews with the school directors, it is understood that children with emotional disorders attend preschool institutions, that the educators organise activities for children with emotional disorders; however, this statement is in contradiction with the answers from the questionnaires, where only 20% of parents and educators answered “they help children with emotional disorders”. Therefore, we say that the number of parents and educators claiming that activities organised by educators help children with emotional disorders is low. The directors stated that the educators have a high level of education, but in relation to children with emotional disorders they attended only several lectures in order to get familiar with their condition, and this corresponds to educators’ answer, where 87% of them stated that they attended several lectures for children with emotional disorders, whereas 13% claimed that they attended trainings relevant to children with emotional disorders. Whereas, in regards to the cooperation with parents, the directors claimed that they organise meetings “whenever necessary”, an answer similar to answers in the questionnaires where 70% of parents – 53% of educators say that meetings with parents are organised whenever necessary and this is considered insufficient. In addition, the directors think that more work has to be done for

children with emotional disorders to offer them the best conditions, by drafting a more advance curriculum for the well-being of children with emotional disorders, and parents (29%) also say that more space should be offered to children with emotional disorders in the institutions, and more trainings should be organised for educators to provide a greater care for them.

Conclusions and Recommendations

Based on the research results, we come to the conclusion that for children in general and especially for children with emotional disorders, an effective strategy should be developed in regards to their training, taking into account the strengths and weaknesses of children, sources of problem, relationship with the social group, etc. Cooperation among parents and educators would be of great help for children with emotional disorders. Parents should inform educators about the difficulties of their children, because in this way it is easier for the educator to help children by planning and implementing different activities to overcome their difficult situation.

As a conclusion, including the tendencies from the high, mean and low levels, it results that answers from the questionnaires mainly provide us with mean and low values for all the levels. Based on the quantitative and qualitative data, from the analyse of the results of the dependent variable, namely achievement of children with emotional disorders, it is understood that their development is not achieved as required since the educators' level of knowledge is low and they do not plan relevant activities. In addition, they lack communication and cooperation with parents for the development of children in different areas. Based on quantitative and qualitative data, analysis of the results of the independent variable, namely

lesson planning performed by educators, leads us to the conclusion that the educators are highly qualified, but their level of knowledge about the children with emotional disorders is low and this results in a lack of proper help provided to children, by not including them in their lesson planning. We come to the conclusion that directors should require more trainings relevant to children with emotional disorders organised for educators in order to improve the conditions for children and also raise the awareness of educators to overcome the difficulties experienced by children, including activities that are suitable for them in their lesson planning. Therefore, to help children with emotional disorders, the following steps need to be undertaken:

More importance should be given to the treatment of children with emotional disorders, familiarisation with the issue or their psychological, social and emotional conditions.

Educators should be provided assistance from professional consultants, such as the psychologists in preschool institutions; it is necessary to have an assistant educator in the classroom in order to have a timely development of children with emotional disorders.

Preschool institutions should cooperate more with partners that support educator professional development.

A true cooperation with parents should be achieved, making the approach to their children easier for them to ensure the development of children in all areas.

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